

## **DRAMA CURRICULUM**

An elective offered to students in 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades

The students will

1. Know, comprehend, and apply basic terminology used in dramatic training and theater productions (Language Arts dept #1,3,4,5)
2. Exhibit proper use of gestures, vocal quality and poise during performances (Language Arts dept #1, 3,4, 5)
3. Demonstrate good acting techniques during performances (Language Arts dept #1,3,4,5)
4. Know, comprehend, and appreciate the history of theater (Language Arts dept # 1,3,4,5)
5. Know, comprehend, and appreciate the structure of a dramatic play (Language Arts dept 1,3,4,5)
6. Know comprehend, and appreciate the true definition of tragedy (Language Arts dept 1,3,4,5)
7. Analyze, synthesize, and evaluate a tragedy (Language Arts dept 1,3,4,5)
8. Know, comprehend, and appreciate the true definition of comedy (Language Arts dept 1,3,4,5)
9. Analyze, synthesize, and evaluate a comedy (Language Arts dept 1,3,4,5)
10. Discern the differences between a tragedy and a comedy (Language Arts dept 1,3,4,5)
11. Demonstrate a basic working knowledge of set construction, lighting, sound, costuming, and make-up as using in productions (Language Arts dept 1,3,4,5)

Curriculum Guide for Drama

**Biblical Worldview Essential Questions**  
**How can we honor God through improvisation?**

**Unit 1: Improvisation**

3 weeks

DR1, DR2

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
The students will <ul style="list-style-type: none"><li>• Develop the basic acting skills of interpretation, voice, movement, and timing through improvisation</li><li>• Create freshness and the “illusion of the first time”</li><li>• Function successfully as part of an acting team</li><li>• Develop a number of successful improvisational techniques for establishing character, such as visualizing, working out stage settings in advance, and using actions to suggest entrances and props</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Individual and group reading</li></ul>	<ul style="list-style-type: none"><li>• Textbook: <i>The Stage and the School</i>, chapter 1</li><li>• Drama cue cards</li><li>• Pictures, comics, magazines</li><li>• Games from TV show “Whose Line Is It Anyway?”</li></ul>	<ul style="list-style-type: none"><li>• Quiz on vocabulary in textbook</li><li>• Several group improvisational opportunities</li><li>• Several individual improvisational opportunities</li><li>• Individual character improvisation</li><li>• Teacher-made rubrics</li></ul>

Unit 2 Pantomime and Mime

**Biblical Worldview Essential Questions**  
**In all aspects of life, how is God seen and honored?**

3 weeks

DR1, DR2

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
The students will <ul style="list-style-type: none"><li>• Master the basic principles of pantomime and apply them to common stage actions</li><li>• Recognize and practice conventional mime actions and exercises</li><li>• Use facial expressions and gestures to enhance a characterization</li><li>• Differentiate between mime and pantomime</li><li>• Choose a Christian song to pantomime, such as Ray Boltz’s “Watch the Lamb” or Sara Groves’ “The Word”</li><li>• Plan and perform a pantomime to a Christian song in front of their peers in a chapel service</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Individual and group reading</li><li>• Breathing exercises</li><li>• Reacting facially to touching items in a box</li><li>• Playing various Charade games</li><li>• Individual mime and pantomime</li><li>• Group pantomime</li><li>• Group mime</li><li>• Performance in chapel</li></ul>	<ul style="list-style-type: none"><li>• Textbook: <i>The Stage and the School</i>, chapter 2</li><li>• Drama cue cards</li><li>• Various props and hats</li><li>• Black shirts and pants</li><li>• Clown white theater make-up</li><li>• Other colors of theater make-up for accenting eyes and mouths</li><li>• Various small items in a box</li><li>• Guesstures, a charade game</li><li>• CD’s of Christian music</li><li>• CD player</li></ul>	<ul style="list-style-type: none"><li>• Quiz on vocabulary in textbook</li><li>• Several individual mime and pantomime performances</li><li>• Several group mime and pantomime performances</li><li>• Teacher-made rubrics</li><li>• Participation in all activities</li></ul>

Unit 3: Voice and Diction

**Biblical Worldview Essential Questions**

**How can we praise God with our voice?**

3 weeks

DR1, DR2

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
The students will <ul style="list-style-type: none"><li>• Develop a more effective speaking voice through relaxation, proper breathing, and good posture</li><li>• Learn habits of good diction in order to develop distinctive, effective voices</li><li>• Use voice quality, pitch, volume, pause, and rate effectively in interpreting character, mood and meaning</li><li>• Apply Proverbs 22:11 to the principles in this unit</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Individual and group reading</li><li>• Breathing and relaxation exercises</li><li>• Diction, pitch, volume and pace exercises</li><li>• Reading selections of literature onto audio cassettes</li><li>• Self and peer evaluation of tapes</li></ul>	<ul style="list-style-type: none"><li>• Textbook: <i>The Stage and the School</i>, chapter 3</li><li>• Book of tongue twisters</li><li>• Literature anthologies</li><li>• Bibles</li></ul>	<ul style="list-style-type: none"><li>• Quiz on vocabulary in textbook</li><li>• Cassettes of students' reading</li><li>• Teacher-made rubrics</li><li>• Participation in all activities</li></ul>

## Unit 4: Acting

### Biblical Worldview Essential Questions

When acting, can we tell what is real and what is fake?

What do we do if we see people just acting like Christians rather than living like Christians?

9 weeks

DR1, DR2, DR3

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"><li>• Become familiar with the special terminology of acting in order to work comfortably and efficiently onstage</li><li>• Create well-rehearsed, convincing characterizations by studying plays and learning to score roles, score scripts, and build character sketches</li><li>• Develop a balanced approach to characterization using emotional or subjective acting, technical or objective acting, or a combination of both</li><li>• Successfully combine the sixteen keys to characterization with common onstage gestures, positions, movements, and stage business to portray a character</li><li>• Memorize and perform a 3-5 minute monologue</li><li>• Memorize, practice, and perform a scene for 2 or 3 characters with 1 or 2 other classmates</li><li>• Apply good acting techniques to their performances of the monologues and the scenes</li><li>• Apply Colossians 3:23, 24 to their work</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Individual and group reading</li><li>• Breathing exercises</li><li>• Scoring a script</li><li>• Memorizing lines</li><li>• Practicing and performing monologues</li><li>• Writing a character sketch</li><li>• Practicing and performing scenes</li></ul>	<ul style="list-style-type: none"><li>• Textbook: <i>The Stage and the School</i>, chapter 4</li><li>• Various props, costumes, and hats</li><li>• <i>Scenes and Monologues from Classical Literature</i></li><li>• Various scripts</li><li>• British dialect audio cassette</li><li>• Bibles</li></ul>	<ul style="list-style-type: none"><li>• Quiz on vocabulary in textbook</li><li>• Scored script</li><li>• Character sketch</li><li>• Monologue performance</li><li>• Scene performance</li><li>• Teacher-made rubrics</li><li>• Participation in all activities</li></ul>

## Unit 5: Stage Settings

### **Biblical Worldview Essential Questions**

**Is God seen in all aspects of a performance?**

2 Weeks

DR1, DR11

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
The students will <ul style="list-style-type: none"><li>• Understand the purpose and effect of scenery in a play</li><li>• Become familiar with the development of scenic design from the Renaissance to the present</li><li>• Identify types of sets and the basic principles of set design</li><li>• Learn how to produce sturdy, attractive sets and to move them safely</li><li>• Apply Colossians 3:23, 24 to their activities</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Individual and group reading</li><li>• Designing, drawing, and justifying a set (in pairs) that matches the scene chosen in unit 4</li><li>• Building a model of the set</li></ul>	<ul style="list-style-type: none"><li>• Textbook: <i>The Stage and the School</i>, chapter 10</li><li>• Various building materials, including lumber, screws, nails, paint, muslin, staple gun, and saws</li><li>• Furniture</li><li>• Briq-a-braq</li><li>• Bibles</li></ul>	<ul style="list-style-type: none"><li>• Quiz on vocabulary in textbook</li><li>• Diagram of set design</li><li>• Teacher-made rubrics</li><li>• Participation in all activities</li></ul>

Unit 6: Lighting

**Biblical Worldview Essential Questions**

**How can we display God through lighting?**

2 weeks

DR1, DR11

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will</p> <ul style="list-style-type: none"><li>• Know the basic lighting equipment used in theatrical productions and understand the capabilities each has for enhancing a performance</li><li>• Understand the principles of light and color and apply them to specific dramatic situations</li><li>• Prepare and interpret a lighting plan, a lighting plot, and a cue sheet</li><li>• Apply Colossians 3:23, 24 to their activities</li><li>• Relate John 1:4,5 to the concepts in the unit</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Individual and group reading</li><li>• With their partners, designing, drawing, and justifying a lighting plan, a lighting plot, and a cue sheet that matches the scene chosen in unit 4</li><li>• Field trip to Bob's Theater Emporium in Virginia Beach, VA</li></ul>	<ul style="list-style-type: none"><li>• Textbook: <i>The Stage and the School</i>, chapter 11</li><li>• Scripts</li><li>• Fabrics</li><li>• Gel samples</li><li>• Bibles</li></ul>	<ul style="list-style-type: none"><li>• Quiz on vocabulary in textbook</li><li>• Lighting plan</li><li>• Lighting plot cue sheet</li><li>• Teacher-made rubrics</li><li>• Participation in all activities</li></ul>

Unit 7: Costuming

**Biblical Worldview Essential Questions**

**How can we dress to honor God?**

2 weeks

DR1, DR11

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will</p> <ul style="list-style-type: none"><li>• Learn why costuming is important to a good production</li><li>• Understand the process that costumers follow and the factors they consider</li><li>• Learn what makes a costume appropriate for a particular historical period or for a particular character</li><li>• Identify the advantages and disadvantages of renting, borrowing, and constructing costumes</li><li>• Apply Colossians 3:23, 24 to their activities</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Individual and group reading</li><li>• With their partners</li><li>• Designing, drawing, justifying costume designs that match the characters from the scenes chosen in unit 4</li><li>• Field trip to Judy's Costumes in Newport News, VA or Premiere Costumes in Richmond, VA</li></ul>	<ul style="list-style-type: none"><li>• Textbook: <i>The Stage and the School</i>, chapter 12</li><li>• Scripts</li><li>• Fabrics</li><li>• Library resources</li><li>• Internet</li><li>• Art paper</li><li>• Colored pencils</li></ul>	<ul style="list-style-type: none"><li>• Quiz on vocabulary in textbook</li><li>• Costume design</li><li>• Teacher-made rubrics</li><li>• Participation in all activities</li></ul>

Unit 7 continued: Makeup

**Biblical Worldview Essential Questions**

**Does the way we look honor God?**

1 week

DR1, DR11

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will</p> <ul style="list-style-type: none"><li>• Understand how differences in stage settings, stage lighting, and characters affect choices in makeup</li><li>• Identify the contents of a makeup kit, and become familiar with the six steps in applying straight stage makeup</li><li>• Understand the effects of highlights and shadows, especially in showing the process of aging</li><li>• Identify types of wigs and beards and recognize their uses and benefits</li><li>• Apply Colossians 3:23, 24 to their activities</li><li>• Relate I Samuel 16:7 to the concepts in this unit</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Individual and group reading</li><li>• With their partners, writing and justifying a makeup chart for the characters in the scenes chose in unit 4</li><li>• Guest lecturer to demonstrate makeup techniques</li><li>• Practice making each other up</li></ul>	<ul style="list-style-type: none"><li>• Textbook: <i>The Stage and the School</i>, chapter 13</li><li>• Scripts</li><li>• Stage makeup kits</li><li>• Catalogues of theatrical supplies</li><li>• Photographs of various facial types</li><li>• Bibles</li></ul>	<ul style="list-style-type: none"><li>• Quiz on vocabulary in textbook</li><li>• Makeup chart</li><li>• Teacher-made rubric</li><li>• Participation in all activities</li></ul>

Unit 8: The Structure of Drama

**Biblical Worldview Essential Questions**

**What elements of a play can honor God?**

1 week

DR1, DR5

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"><li>• Understand and identify the narrative essentials of drama: exposition, plot, characters and theme</li><li>• Recognize the classic elements of drama as described by Aristotle, and differentiate them from certain modern variations</li><li>• Recognize the six basic parts of plot structure and understand their functions in a play</li><li>• Relate the narrative details of I Samuel 17, the story of David and Goliath</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Individual and group reading</li><li>• Listing exposition of the opening scenes of several plays</li><li>• In groups discussing the narrative essentials of fairy tales</li><li>• Becoming a character, and answering questions as that person</li><li>• Attending a performance, and discussing the elements of drama as applied to that particular play</li></ul>	<ul style="list-style-type: none"><li>• Textbook: <i>The Stage and the School</i>, chapter 5</li><li>• Various scripts</li><li>• Various literature anthologies</li><li>• Collection of fairy tales</li><li>• Collection of Shakespeare's plays</li><li>• Tickets to a local performance, possibly one at Regent University, Old Dominion University or Christopher Newport University</li><li>• Bibles</li></ul>	<ul style="list-style-type: none"><li>• Quiz on vocabulary in textbook</li><li>• Classwork</li><li>• Teacher-made rubric</li><li>• Participation in all activities</li></ul>

Unit 9: Varieties of Drama

**Biblical Worldview Essential Questions**

**Do some specific types of drama allow for God to be honored more than others?**

5 weeks

DR1, DR6, DR7, DR8, DR9, DR10

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
The students will <ul style="list-style-type: none"><li>• Identify the essential characteristics of tragedy and comedy</li><li>• Distinguish among different types of comedy and identify the seven most common devices playwrights use to provoke laughter</li><li>• Understand styles and trends in contemporary theater in order to better interpret dramatic works</li><li>• Apply a Biblical worldview to the concepts in this unit</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion individual and group reading</li><li>• Watching, discussing, analyzing, and evaluating three videos</li></ul>	<ul style="list-style-type: none"><li>• Textbook: <i>The Stage and the School</i>, chapter 6</li><li>• Video of a tragedy, either <i>Death of a Salesman</i> or <i>Anna Karenina</i></li><li>• Video of a comedy, either <i>Much Ado About Nothing</i> or <i>Twelfth Night</i></li><li>• Video of <i>Life is Beautiful</i></li></ul>	<ul style="list-style-type: none"><li>• Quiz on vocabulary in textbook</li><li>• Classwork</li><li>• Written analysis of a tragedy</li><li>• Written analysis of a comedy</li><li>• Written analysis of a film that combines both tragedy and comedy</li><li>• Teacher-made rubrics</li><li>• Participation in all activities</li></ul>

Unit 10: The History of Drama

**Biblical Worldview Essential Questions**

**God is the creator of all history. How do we see this through Drama?**

2 weeks

DR1, DR4

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
The students will <ul style="list-style-type: none"><li>• Achieve an understanding of the evolution of the theater from its earliest days to the present</li><li>• Recognize the interplay between theater history and world history</li><li>• Identify great playwrights, their most influential works, and their contributions to the development of the theater</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Individual and group reading</li><li>• Writing a morality play from a fable</li><li>• Making a mask to represent a character</li><li>• Identifying portions of Shakespeare's plays intended for the groundlings</li></ul>	<ul style="list-style-type: none"><li>• Textbook: <i>The Stage and the School</i>, chapter 7</li><li>• Various scripts</li><li>• Model of the Globe Theater</li><li>• Collection of Shakespeare's plays</li><li>• Art materials</li><li>• <i>Aesop's Fables</i></li></ul>	<ul style="list-style-type: none"><li>• Quiz on vocabulary in textbook</li><li>• Classwork</li><li>• Teacher-made rubric</li><li>• Participation in all activities</li></ul>

Unit 11: Final Performance

**Biblical Worldview Essential Questions**  
**How can God be honored through a performance?**

1 ½ weeks

DR1, DR2, DR3, DR4, DR11

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
The students will <ul style="list-style-type: none"><li>• Choose a theme</li><li>• Find a selection of literature that communicates that theme</li><li>• Write a script for performance that weaves the selections together</li><li>• Memorize the selections</li><li>• Practice excellent acting techniques when performing the script</li></ul>	<ul style="list-style-type: none"><li>• Explanation of project</li><li>• Individual and group reading</li><li>• Gathering, copying, and editing selections</li><li>• Consultation with each group</li><li>• Practicing</li><li>• Performances</li></ul>	<ul style="list-style-type: none"><li>• Textbook: <i>The Stage and the School</i>, p. 295</li><li>• Various scripts</li><li>• Various literature anthologies</li><li>• List of suggested themes</li></ul>	<ul style="list-style-type: none"><li>• Performance</li><li>• Classwork</li><li>• Teacher-made rubric</li><li>• Participation in planning with team members</li></ul>